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v.51, no.2

VOL. 51, NO. 2

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MEMORIAL  
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# Sweet Briar

## NEWSLETTER

BULLETIN OF SWEET BRIAR COLLEGE

NOVEMBER, 1967

### Parents Elect Chairman

The new chairman of the Parents' Council at Sweet Briar is a man who is already actively associated with the college, of which his wife is a graduate and where his two daughters are students.

He is Mr. Henry B. Hunter, Jr., a Norfolk business man and food products manufacturer, who was elected on Parents' Day, Oct. 28, to serve for two years. Mr. Hunter has previously been a member of the Parents' Executive Board.

Students know him for his contributions to "Sundae Nights," a fund-raising project of the Student Development Committee which was begun last year and is being continued. Delicious Hunter sauces and other toppings for ice cream, available for the make-your-own sundaes sold by the students at these monthly events, have been largely responsible for the success of this project.

Mrs. Hunter, the former Byrd Smith, is a Sweet Briar graduate in the Class of 1943 and is active in alumnae affairs.

Their older daughter, Carter, is a senior and is president of the YWCA, and Baird, a sophomore, was on the Freshman Honor List last February and is on the Dean's List this semester.

In his new post, Mr. Hunter succeeds Mr. James T. Porter of Atlanta.



### Dana Library Wing Is Dedicated

On a bright October day, the Charles A. Dana Wing of the Mary Helen Cochran Library was dedicated in a brief ceremony on the terrace of the new structure.

Shortly before this program, it was officially declared open when Mr. McLean Gander, president of the Charles A. Dana Foundation, cut the ribbons stretched across the doorway to the Dana Wing.

Speakers at the dedication included President Anne Pannell; Mr. C. Waller Barrett, Charlottesville, representing the Board of Overseers; Stephanie Bredin, '68, representing the students; and Dr. Henry Littlefield, vice-president of the Foundation.

Speaking of her pleasure in the library, Stephanie said, "As individuals we pursue different interests, which bring us to the library as the source of literary material on any number of topics. . . . A source of inspiration, a place of contentment, I have spent many hours withdrawn, out of touch with reality, and a stranger even to myself in the library, surrounded by outdated newspapers and legendary books — the victim of escapism. . . .

"I think every individual has to be able to dream, has to take inspiration from some source. . . . Again I thank the Dana Foundation for enlarging our library to promote greater learning and to inspire our dreams."

Foundation trustees who were also present included Mrs. Dana; Mr. Charles A. Dana, Jr., and Mr. Walter Mann. They were guests at a luncheon in the Refectory, with students and faculty representatives, following the dedication.

The Dana Wing consists chiefly of work space, for students and for the staff. Three floors of book stacks have increased the library's stack capacity by 68%, to approximately 168,000 volumes. Sweet Briar's library collection now totals over 125,000 volumes, including the art and music libraries in Babcock Fine Arts Center, the science library in the Guion Science Building, and the Kellogg Educational Laboratory Library, recently moved into a renovated area of the main library.

The new wing also provides expanded catalog and reference areas, a room for audio-visual equipment, an alcove for micro-film readers, enlarged office space. Funds from the Dana grant made possible a new Rare Books Room, which has been named for Fergus Reid, the donor of the college's Mary Helen Cochran Library in 1928, who served on the Board of Directors from 1905 to 1941; and the Fanny B. Fletcher Room, for the college archives.

Other features include 14 study cubicles and a score of new study carrels, all located in the stack area.

A challenge grant of \$300,000 from the Dana Foundation in 1964 was matched and exceeded in slightly over a year, through support from other foundations, corporations, alumnae, parents, and many friends.

Mr. McLean Gander, president of the Dana Foundation, assisted by President Pannell and Mrs. Dana, officially opened the Charles A. Dana Library Wing while Dana trustees Walter Mann and Charles A. Dana, Jr., looked on.

# TWO FACULTY MEMBERS REPORT ON YEAR IN INDIA

Speakers at this year's Opening Convocation were Miss Tyler Gemmell, librarian, and Dr. Thomas V. Gilpatrick, associate professor of government. Both spent last year in India, under the U.S. — Indian Women's Colleges Faculty Exchange Program, in which Sweet Briar has participated for three years. Miss Gemmell taught first at Isabella Thoburn College in Lucknow and later was a library consultant at colleges in Madras, Bangalore, Delhi and Hyderabad; Mr. Gilpatrick remained at Osmania University in Hyderabad, teaching under graduates at the University Women's College and "M.A. Finals" at the University. The following excerpts are taken from their accounts of the year in India.

by *Tyler Gemmell*

Isabella Thoburn College, established almost 100 years ago by the American Methodist Church, was for decades the top college for women in Asia. The student body of about 500 Christian, Hindi, and Muslim girls enjoys two unusual privileges in India: an active student government association and an honor system. Although the institution remains a private Christian college, it also now receives some aid from the Government of India under the University Grants Commission. The atmosphere and my associates were congenial and I settled in easily . . . .

Colleges in India are not autonomous as they are here. Each is affiliated with a university. Isabella Thoburn is an affiliate of Lucknow University which has complete control over what is taught at its many colleges. The University publishes its syllabus which resembles our college catalog but gives fairly complete outlines of each course and lists the books on which the students will be examined. Other books on the same subject may not be substituted. The University also sets the examination papers, provides its own staff to grade the papers, and finally grants the degrees.

Only the actual teaching is done at Isabella Thoburn College. We could assign tutorials something like your term papers, and we could give tests, but the only mark that counted for course credit was that final examination mark given by Lucknow University.

Both lecturers and students, therefore, are completely subject to the tyranny of the university syllabus and the university system in general. The rigid course requirements of the syllabus had a marked effect on study habits. The student obviously should not depart far from the cycle of textbook-lecture-review-examination. Her duty was to memorize, not necessarily to understand, and never to question. Even on the post-graduate level my students' method of study was strictly memory work. They literally copied the parts of the book that I considered important and memorized them, "by-hearting", they called it in Madras.

Language for all of us — visiting American lecturers and Indian students — was a fairly serious handicap. It took me some days of looking at blank faces to learn that my class did not understand when I used the words "comma" and "period". The proper terms for these words in India are "fullstop" for period and "halfstop" for comma. From necessity I adopted other British terms and pronunciations, in order to be understood . . . .

Language is also a serious problem for the Indian student. English is still used for instruction on the university level, although a student may elect to take her final examinations in Hindi at Isabella Thoburn. The study of Hindi is required by the Government as the link language for India. You can imagine the handicap with which a student starts if her native tongue is Tamil, Bengali, or Malayalam which she speaks and reads with

## BOOKS FOR INDIA

Last spring, in answer to an appeal from Dr. Gilpatrick, the Student Government Association organized a collection of Books for India, which were shipped to University College, Hyderabad. The Principal, Dr. Shridevi, wrote: "We have received . . . 25 boxes containing as many as 1774 volumes . . . from the students of your college. I am writing . . . to express my thanks . . . for all the trouble taken . . . in collecting so many lovely volumes for our College. I need hardly say how valuable they are to our students."

by *T.V. Gilpatrick*

My wife and I and our two girls were stationed in the center of the Deccan, at Hyderabad, capital of the large state of Andhra Pradesh (population, 38 million) . . . In contrast to Isabella Thoburn College, which has both private and public support, the Women's College is a constituent part of Osmania, the State University, thus dependent on tax support for funds, and Andhra Pradesh is not a wealthy state. The college certainly had no helpful alumnae-giving program. Even the word "alumnae" drew a blank. Graduates returning to the campus for a visit are referred to not as alumnae, but as "old girls". The "old girls" I met didn't seem to mind. . . .

To reach the University my usual mode of travel was to peddle my bike up the hill 1½ miles to the graduate Liberal Arts Building. After cooling off, if possible, I would go in to see if the seminar room was open or locked, and, if open, if there were any students. All manner of unforeseen events could result in my drawing a blank. Bus strikes, religious holidays, an unposted 3-day faculty seminar on Indian Foreign Policy, deaths of prominent people, rumors of deaths of prominent people, inauguration of new student government officers, sports days, and so on. In one stretch of three weeks last fall I taught just two University classes. But there were rewards.

Although I could and did require just one term paper from my M.A. Final students, one diligent, intelligent and highly-motivated student turned in 14 papers, as many as the rest of the seminar put together! I have yet to see that happen at Sweet Briar. . . .

The rapid expansion of the Indian higher education system, while at the same time trying to establish and raise standards . . . is subordinate to other even bigger problems. You are all familiar with India's food crisis, quite critical with a general monsoon failure in 1965 and a partial failure in 1966. This problem of providing even a subsistence diet is, of course, tied to the other problem that overshadows all the others — that of population growth. India, including Kashmir, now has over 500 million souls, and the average life expectancy is now over 50 years, whereas on Independence in 1947 it was only about 30 years. Not only are there more people, they live longer. Put another way, the net increase in population averages over 30,000 per day. Ten days, well over 300,000. A month, slightly over a million. This is like adding another Atlanta to the country every two weeks. Or in a year, India has 12 new Baltimores or six new Philadelphias to feed, house, clothe and educate.

Some of the frustrations and baffling paradoxes for Americans teaching in India — lack of books, the tyranny of the syllabus, student strikes, uncertain control of English by a good number of students — these have to be seen in the context of the stupendous demand for education and the decidedly limited means that both the Centre Government and the states can devote to it . . . .

## College Calendar Filled With Autumn Activities

October's calendar was crowded with guest speakers, college events, concerts, and other programs, offering a wide variety of fare to all members of the community.

College events included Founders' Day, Oct. 18, when the speaker was the Hon. Frances E. Willis, America's first woman career ambassador, who represented the United States in Switzerland, Norway, and Ceylon; Dedication of the Charles A. Dana Library Wing, Oct. 23; and the 21st annual Parents' Day, Oct. 28. Almost 100 alumnae returned for Alumnae Council meetings, Oct. 10-12.

Guest speakers numbered Charles Frankel, former professor of philosophy at Columbia University and now Assistant Secretary of State for Educational and Cultural Affairs, Oct. 3; Bruce W. Wardropper, professor of Romance Languages at Duke University, Oct. 12; Dr. Jean Paul Nitsch, distinguished French plant physiologist who is this year's national lecturer for Sigma Xi, honorary scientific society, Oct. 23; August deB. Hollingshead, professor of sociology at Yale, Oct. 26; Donald Frame, professor of French at Columbia University, who spent two days, Oct. 30-31, and gave three lectures as the Phi Beta Kappa Visiting Scholar.

Three guest ministers preached in the Chapel: The Rev. David H.C. Read, minister of the Madison Avenue Presbyterian Church, New York, visited Sweet Briar for the first time on Sunday, Oct. 15; the Rev. Clifford L. Stanley, professor at the Virginia Episcopal Theological Seminary at Alexandria, occupied the pulpit in the new chapel for the first time on Tuesday, Oct. 24; and the Rev. William P. Parrish, assistant rector of St. Paul's



Saunders photo

Mini-gowns appeared on Founders' Day

## We point with pride . . .



Miami Herald Photo

President Anne Gary Pannell was elected president of the American Association of University Women at the Biennial Convention in Miami last June, to serve four years.

This marks the second time that a president of Sweet Briar has headed the A.A.U.W., the late Dr. Meta Glass having been president for 1933-1937.

Sweet Briar is proud of this distinction which it shares with President Pannell.

Episcopal Church and associate professor of chemistry at Lynchburg College, spoke on Tuesday, Oct. 31.

Musical fare was provided by Japanese harpsichordist Eiji Hashimoto, who played a delightful concert of 17th-century music in the Chapel, Oct. 12, and David Mulfinger, young American pianist, gave a recital Oct. 27.

*Artmobile IV* from the Virginia Museum of Fine Arts brought an exhibit of paintings by American artists, on loan from the Whitney Museum of American Art in New York, Oct. 2-6. Another exhibition consisted of 24 watercolors by Laurie deBuys Pannell, '64, most of which she painted during a two-year stay on Taiwan while her husband was in the Navy. During the last week in October, Babcock lobby held a traveling exhibit, "Great Architecture for the Sixties," comprised of 10 photographic posters.

International field hockey came to Sweet Briar on Halloween, when the New Zealand Touring team played an exhibition match with the Blue Ridge eleven.

Riding remains a popular sport, with 106 students enrolled in classes this term. During October, Sweet Briar rode off with top honors at Rockbridge, Randolph-Macon, and Bedford horse shows.

An informal faculty-student round-robin tennis tournament, with 12 teams participating, was played Oct. 22.

## Phi Beta Kappa Names Two Seniors

Anne Godwin Kinsey, Petersburg, Va., and Catherine Tift Porter, Atlanta, were elected to Phi Beta Kappa, national honorary scholastic society, in October. They will be initiated into membership at a later date. Both have had outstanding academic records and have also been active in student affairs.

Majoring in art under the Honors Program, Anne won Junior Honors last year, she was on the Freshman Honor List at the end of her first semester in college, and she has since been on the Dean's List every semester. Vice-president of her class, she was secretary-treasurer last year, and she is a member of Tau Phi, upperclass honorary society.

Cathy Porter is majoring in religion and has been active in the YWCA, serving as president last year. She won Junior Honors and she has been on the Dean's List several semesters. She has also played on the varsity tennis team for three years. This fall she was elected to Tau Phi and is listed in *Who's Who Among Students in American Universities and Colleges*.

## STUDENT HONORS

**Mary K. Benedict Scholar:** Adaline Allen '68; **Manson Scholar:** Patricia Lyn Skarda '68.

**Emilie Watts McVea Scholars:** Frances Kirven '68, Jane Illingworth '69, Barbara Offutt '70.

**Dean's List Seniors:** Melinda Brown, Mary Donaldson, Anne Kinsey, Frances Kirven, Sarah Lawrence, Elizabeth McMullen, Bonnie Pitman, Catherine Porter, Lesley Predmore, Eileen Riley, Patricia Skarda, Patricia Sparks, Andrea Walker, Cecelia Williamson; **Juniors:** Bryan Alphin, Anne Briber, Mary Chesnutt\*, Cathryn Gray, Carolyn Guilford, Judy Horton, Jan Huguenin, Jane Illingworth, Barbara Kent\*, Mary-Elizabeth Medaglia, Georgiana dePaul\*, Susan Scanlan, Pamela Sinex, Elizabeth Wyatt; **Sophomores:** Katherine Cummings, Baird Hunter, Louise Lambert, Barbara Offutt, Mary Jo Petree, Helen Watts.

**Junior Honors:** Bryan Alphin, Jan Huguenin, Jane Illingworth, Georgiana dePaul\*, Susan Scanlan, Pamela Sinex.

\*Junior year abroad.

**Tau Phi** (upperclass honorary society). **Seniors:** Melinda Brown, Suzanne Edinger, Jan Haagensen, Anne Kinsey, Dede Leland, Celia Newberg, Cathy Porter, Camilla Reid, Addie Russo, Emmy Savage, Barrie Trimingham, Toni Wikswi; **Juniors:** Jan Huguenin, Jane Illingworth, Bertie Zotack.

**Who's Who Among Students in American Universities and Colleges:** Adaline Allen, Ann Banks, Melinda Brown, Laura Lee Campbell, Jeanne Forsyth, Francine Frate, Nancy Hickox, Celia Newberg, Catherine Porter, Patricia Skarda, Cecilia Williamson.

## REPORT ON INDIA (*Continued from page 2*)

### Miss Gemmell

ease. She is required to study Hindi which has an alphabet resembling that of Sanscrit and she must also be able to read, take notes, and possibly to write her examinations in English.

The change-over from being a teacher to being a library consultant occurred in mid-December. When I went to the Women's Christian College in Madras, my first job was to help plan furnishings for a library building at that time under construction, and to organize the removal of the book collection from a former East India Company building to the new library. As I went from one assignment to another during this latter half of my stay in India, I tried to help with a variety of library problems in the different institutions.

In most cases these dealt with buildings. The Government of India, through the University Grants Commission, is pushing very fast its building program for colleges and universities. It was most impressive to see how many new libraries were going up or were in the planning stage...There is an equally important program of grants of thousands of rupees for building up the book collections . . . .

In closing, I wish to speak about the word "exchange" in the title of this project in which Sweet Briar is a partner. The word implies a two-way flow of information and ideas. One takes a certain technical knowledge to India and attempts to adapt it to local needs and to the materials available, being careful to keep in mind the objectives of the host institution. Above all one must avoid superimposing on existing routines an elaborate system just because that is what is done in the United States.

Does one get anything in return to bring back to Sweet Briar? The most obvious contribution that I bring is a first-hand acquaintance with some



Miss Gemmell and participants in the U.S.-Indian Exchange Conference at India International House in New Delhi last December.

books on India and on present-day publishing in India. Other values are intangible but none the less important: a vital awareness of the need to understand and adjust to different value systems. In the words of a librarian, Dr. Lester Asheim: "It is necessary to listen as well as to tell — to learn as well as to teach."

### Mr. Gilpatrick

Other demands also have their urgent priorities — defense, roads, public housing, health, electric power, dams, fertilizer plants, small industry development, etc. . . .

Besides the pressure of sheer numbers, and here I am talking about higher education, there are special pressures because of India's democratic commitment to the ideal of equality.

To keep the educational road to equality open, the state governments, as directed by the Indian constitution, have established admission quotas or special places for former lower caste peoples. Some of these students may not be very well qualified to enter a university...As a result many colleges have a year long "pre-University course" which many students must complete before they are prepared to start as freshmen.

Another major strain is that an increasing proportion of students now want to major in the natural sciences, areas short in trained faculty, where labs and other equipment are so expensive, and where the shortage of up-to-date texts is even worse than in other areas.

In 1947 there were just 20 universities in all of India. The entire system enrolled about 200,000 students. During the 1960's, higher education enrollment has increased on an average of 10% per year, while at the same time the internal shift to the sciences goes on . . .

Comparing Indian higher education with ours is certainly unfair to India. The much more apt comparison, and for much of the world, the only relevant one, is the comparison between India and Red China . . .

India may seem a vast, fascinating, disorganized, exasperating country from first to last. But on balance, India, after 20 years of independence, and despite its staggering problems, looks very good next to the fanaticism and chaos in her chief Asian rival. Considering the resources India has and the odds she is working against, her progress in higher education is a remarkable achievement.

## The 62nd Year

### Statistically Speaking

- ENROLLMENT, opening day — 727 from 40 states, D.C., 11 other countries. Transfers: 7 juniors, 7 sophomores.

- CLASS of 1971 -- 270  
61% from 142 public schools;  
39% from 76 independent schools

*Geographic distribution:* northeast 92 (34%); southeast 113 (42.5%); southwest 19 (7%); middle & northwest 39 (14%); far west 3 (1%); foreign 4 (1.5%).

*High school class standing:* 62% in top fifth, including 40.5% in top tenth

*Largest state representations:* Virginia 41; New York 23; New Jersey 21; Pennsylvania 17; Texas 16; Georgia and Ohio 13; Florida 12; North Carolina and Connecticut 10.

*National Merit Scholars:* Cynthia R. Clarke, Louisville; Pamela Patrick, Staunton, Va.; Marguerite Smith, Greenville, S.C.

*Alumnae daughters,* 22; sisters of past or present students, 16

- CLASS of 1970 — 203
- CLASS of 1969 — 117 (and 26 abroad; 1 in Washington Semester Program)
- CLASS of 1968 — 134
- UNCLASSIFIED: 3 (foreign)

### Sweet Briar Pianist

#### Plays in New York

Miss Iren Marik, concert pianist and associate professor of music at Sweet Briar, and John Ranck, New York pianist, performed two duo-piano works by modern composers at the Guggenheim Museum Auditorium in New York, Oct. 24, on invitation from the Contemporary Music Society of America. They played *Vision de l'Amen*, by the leading French composer Olivier Messiaen, and *Divisions in Twelve*, by Paul Earls, music professor at Duke University.

The latter composition, in which the pianos are supplemented by a tape-recording, was played for the first time last February in the Contemporary Music Festival at Duke by the two pianists, who commissioned it. Their primary interest is to bring new piano works to the attention of the public.

# As the Chaplain Sees the Campus Ministry

In answer to questions from many individuals concerning his views on the campus ministry after a year's experience in that post, the Rev. Alexander M. Robertson, college chaplain, has written this thoughtful essay.

Mr. Robertson was rector of St. Paul's Episcopal Church in Lynchburg for eight years and had served in other parishes before coming to Sweet Briar in 1966.

He has stressed — and put into practice — his responsibility to be chaplain to the entire community. Acting on this concept, he has made every effort to reach members of all faiths through the campus ministry.



FROM ITS INCEPTION, Sweet Briar College has emphasized the importance of a sound religious program as a vital purpose of this college, *i.e.* to prepare for life students who are well-balanced in mind, body, and spirit. Achieving this harmony has never been easy and it becomes more difficult year by year.

Today's students are as wonderfully attractive, alert, and idealistic as previous generations. They are more knowledgeable as a result of the explosion of sheer information in recent years, but they are not yet equipped to handle this tremendous expansion, as wisdom and self-control have not kept pace with knowledge. Actually, in spite of increased knowledge, students are more naive in the art of living than their predecessors.

Many of them are understandably perplexed by the number and complexity of problems and pressures to which they are subjected by parents, teachers, their own groups, and society as a whole: pressures to achieve scholastically; pressures to conform to current trends and fancies in thought, dress, and attitude; pressures of social and political issues which confront them, resulting in decisions which they are ill-prepared to make intellectually, psychologically, or spiritually; problems of social and sexual behavior; problems of faith, morals and ethics. The list could continue indefinitely.

These students are fascinating to observe as they strive to answer philosophical, sociological, and theological problems which have confounded mature scholarship for generations. They may not know everything about these subjects, but they use every bit they do know, and will accept no ready-made or hand-me-down answers.

They are unable or unwilling to accept guidance from adults who answer questions they are not asking; who speak to them out of experience which is not *their* experience and perhaps never will be. They desire to look

deeply for themselves; to know if life has meaning. Although they are afraid it doesn't, still they must find out for themselves. Moreover, they have a burning desire to find out who they are and their place in the cosmos. Intuitively, they feel that there is something, some kind of relationship perhaps, which higher education is not giving them and which they should receive. Consequently they are open to almost any philosophy, ism, or credo which promises to satisfy this need.

This in part is the incredibly complex situation to which the campus religious program must address itself. Ideally, the liberal arts college is interested in the whole of life. Thus the program must recognize the validity and integrity of the academic function to discover, interpret, and disseminate knowledge. At the same time, it must emphasize the fact that the college in order to preserve its integrity has also to be concerned with the love, power, and truth of God in his dealings with man and through man to others.

Although there are many students and faculty who are concerned for the faith, there are others who are disinterested or even antagonistic; who feel in all honesty that the message of the Church is not relevant in the twentieth century. Therefore the religious program must adequately present the Christian faith so that the meaning and relevance of the Gospel is crystal clear. This involves a teaching / preaching ministry and a pastoral ministry as well. The chaplain, in cooperation with others, has a golden opportunity to interpret the Christian faith so that it may be recognized as both intellectually respectable and spiritually and

emotionally relevant and satisfying. By precept and example it is possible to make manifest the relationship which exists between faith and knowledge and the importance of both to life. Students, faculty, and the campus ministry are mutually benefited by the exchange of ideas, hopes, and aspirations.

Another important area for concern is that of morals and ethics. In this time of change, when theological walls are crumbling, when "situation ethics" and the new morality are regarded as justification for any type of behavior in which the individual wishes to indulge, the Church is regarded at the very least as a spoil-sport, hopelessly legalistic and old-fashioned. It is part of the campus ministry's task to affirm moral standards in a spirit of loving concern rather than judgmentally, pointing out that these cannot be broken down without a corresponding degradation of character. It must deal with sex by showing the problems its misuse raises; it must explain that excessive drinking is not a legitimate counter-balance to hard work or boredom, but on the contrary, creates problems without solving any; and it must assert that honesty, truth, and concern for others are not simply rules imposed by the Church but are rules for living an honorable and satisfying life.

In sum, the religious program of Sweet Briar College recognizes and affirms the validity and importance of both faith and knowledge; reason helps to mold faith, and faith carries reason into vital areas of life where otherwise it might not go. Faith and reason need each other to free the mind and soul in developing the whole person. "Thou shalt worship the Lord thy God with all thy heart and with all thy soul and with all thy mind," said our Lord. To be true to this calling, religion must always support freedom of inquiry no matter in what direction inquiry goes. On the other hand, faith can take what reason finds and interpret it not only for scholarship but for life.

As faith and intellect are woven into the very being of its students, the college is fulfilling its purpose to prepare for life students who are whole persons — well-balanced in mind, body, and spirit.

## CHAPEL DEDICATION REPORT

Published in July, this illustrated bulletin is available upon request at the Office of Public Relations, Sweet Briar, Virginia 24595

## Campus Notes

● Mr. H. C. Shivashankaraiah, lecturer in economics at Maharani's College, Bangalore, India, is teaching economical geography and industrial relations at Sweet Briar as this year's Visiting Lecturer in the U.S. --Indian Women's College Faculty Exchange Program. He holds an Honors B.A. and an M.A. in economics from Mysore University.

● Margaret Kimble (Kim) Waters, '67, has joined the college staff as a field representative and assistant to the Director of Admission. She is visiting schools in many areas, talking with guidance counselors, interviewing prospective students and parents, and meeting with alumnae groups.

Kim majored in Latin and was active in Paint and Patches and in Dance Group. She worked in the Admission Office two summers while she was in college, and also served as a volunteer guide when college was in session.

A graduate of E. C. Glass High School in Lynchburg, she is the daughter of Dr. and Mrs. L. Bradford Waters.

● A non-credit class in Norwegian is being taught for the first time by Trygve R. Skarsten, assistant professor of religion. Of Norwegian descent, Mr. Skarsten studied at the University of Oslo for a year, and is familiar with four Scandinavian tongues. The class includes eight students, five faculty members, and three faculty wives. Several hope to



*Photo courtesy of Cunard Steam-Ship Co.*

Sixteen Sweet Briar students, among the 101 men and women from 40 American colleges and universities enrolled in this year's Sweet Briar Junior Year in France, sailed Sept. 6 on the Queen Mary on her next-to-last eastbound crossing. Kneeling in the foreground are: Marie Madeleine Lane, Franklin, Va.; Katherine Wright, Nacogdoches, Tex.; Stephanie Beaudouin, Chappaqua, N.Y.; Marshall Brent, Richmond; Marion Wallace, New Kent, Va. Standing: Mme. Patrick Dauphin, Paris, assistant professor-in-charge, who accompanied the students to France; Barbara Duffield, Villanova, Pa.; Beverly Bassett, New Canaan, Conn.; Judith Griffiths, Hinsdale, Ill.; Georgiana DePaul, Pomfret Center, Conn.; Maureen Robertson, Upper Marlboro, Md.; Pamela Tipton, Alexandria, Va.; Barbara Lee, Metairie, La.; Darlene Pierro, Waterbury, Conn.; Helen Willingham, Macon, Ga.; Esther Michel, Weston, Conn.; President Anne Gary Pannell of Sweet Briar, who was in New York for the sailing. Lisa Smith, Sao Paulo, Brazil, is not pictured.

study in Scandinavia next year, and others have enrolled for the fun of learning another language.

● Directed by Richard Busch, drama instructor, *The Trojan Women* is to be this year's first production by Paint and Patches, drama club, Nov. 17-18. The set has been designed by Loren Oliver, associate professor of art, and costumes by Tonia Macneil, '68. Fourteen students are in the cast, which also includes four from the faculty and staff.

● Four pretty Sweet Briar girls have been in the limelight recently. Mary Pat Cogan, '70, of Toronto, was the cover-girl for the August issue of *Glamour*; Cathy Porter, '68, of Atlanta, was the model for a college-fashion story in the September issue of *Southern Living*; Rosemary Dunaway, '71, of Little Rock, Ark., has been pictured in many newspapers since she was named America's Junior Miss last spring; and Pam McConnell, '68, of New Canaan, Conn., represented Sweet Briar in the Roanoke, Va., Harvest Festival in October.



## Sweet Briar

NEWSLETTER

NOVEMBER, 1967

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Rivermont Ave.  
Lynchburg, Va. 24503

BULLETIN OF SWEET BRIAR COLLEGE

Published Oct., Nov.(2), Feb., April, May, July

Office of Public Relations

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